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Action(re)call: a method researching knowing -in-action

This project aims to further investigate and develop a method called *action(re)call* in a theatre teaching practice in upper secondary school in Sweden (Ahlstrand 2015). In the research the assignment to create a stage production is video recorded and the rehearsal period is filmed where a written text, a script, is supposed to be performed. The interventions that occur in the rehearsal process of the stage production is studied. During the rehearsals, situations arise when the teacher intervenes with the ongoing process. The teacher stops the rehearsal based on difficulties with the student performance which has been identified. In the method, these situations are called *didactic interventions*. This means that on the occasion of didactic intervention, the researcher puts questions to teachers and students regarding the choices made in immediate connection with the intervention. The theatre practice works as an example of the research method which can be of interest for other subjects as well. The expected outcome will articulate *subject-specific capabilities* central to plan teaching activities in a systematic way which involves working with feedback strategies and assessment. Teachers in Sweden are, due to the last two curriculum reforms, expected to plan their teaching of the subject in order to make it possible for the students to develop specific ways of knowing corresponding to the prescribed subject-specific capabilities. The epistemological point of departure is a non-dualistic, relational and practice-based view of knowledge. The method is an example of how teachers and researchers can work together in exploring how knowing-in-action (Schön 1983) and the knowing relieved from the action can become visible and articulated. Knowing is to a large extent tacit in embodied (Polanyi 1962) as well as practice-based meaning (Wittgenstein 1992).